



All Saints Child Centered Approach to creating positive relationships with SEND pupils

Communication with families

Ensure you have a relationship with parents/carers. Prioritise communication to increase trust and provide positive feedback and an offer of support

Know their story and know the pupils needs

Read the info in each child's SEND files. Of particular importance are the E.P Reports which contain targets and strategies

If a pupil has an EHCP, you are responsible for the implementation in the classroom – read it and know its content

Adapt to the child and never expect them to adapt to you. Be agile in your responses

Understand that behaviour is a form of communication

If you know your pupils, you will know their triggers and be able to act before it becomes a problem and support them

Do not take it personal. Often a pupil will feel able to behave in that way because you are a trusted adult

Draw a line, once an incident is over, never revisit it in any form again and move on. It is not personal

Creating a holistic environment

Remember pupils can fidget to self-regulate – whose problem is this and think, is it really a problem?

Do not question a pupil's diagnosis or validity to support, be agile in your approach

Consider your classroom environment, is Cognitive Load considered and the needs of the pupils

Scaffolding the learning experience

Encourage questioning and a curious learning experience, but provide a gradual release of responsibility

Always make sure that PowerPoints are not crammed with text. If you use images, they must link and do not overload the slide

Make sure that work is accessible and that it matches the key learning required to progress. Ensure it incorporates prior learning

Communication with pupils

Never force a pupil to look you in the eyes. It is painful and can be intimidating. Allow them time to process your expectations

Ensure a pupil is clear in what you want and expect of them, never assume that they know what you mean – scaffold

For some pupils, social interaction is painful. Never push a pupil to communicate, offer other ways to capture their voice